



LINCOLN HIGH

714 Lincoln Road
McClellanville, SC 29458

Grades	7-12 High School	
Enrollment	158 Students	
Principal	Dr. Yvonne Commodore	843-887-3244
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Average	At-Risk
2009	Below Average	At-Risk
2008	Average	At-Risk
2007	Good	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
2	2	7	7	11

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	62.8%	70.8%	60.9%	57.3%	58.4%	56.9%
Passed 1 subtest (%)	23.3%	8.3%	34.8%	21.0%	19.3%	22.5%
Passed no subtests (%)	14.0%	20.8%	4.3%	23.8%	24.7%	23.0%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	91.2%	77.5%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	45	39	123	100
Number of Graduates in Cohort	34	30	77	63
Rate	75.6%	76.9%	58.9%	59.6%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	45	N/A	108
Number of Graduates in Cohort	N/A	34	N/A	69
Rate	N/A	75.6%	N/A	58.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	92.9%	53.3%
English 1	100.0%	46.3%
Biology 1/Applied Biology 2	69.6%	39.7%
Physical Science	28.1%	35.3%
US History and the Constitution	10.5%	23.9%
All Tests	53.4%	38.1%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=158)				
Retention rate	4.6%	Down from 5.3%	3.3%	3.4%
Attendance rate	95.9%	Up from 93.6%	94.4%	95.0%
Served by gifted and talented program	6.5%	Up from 0.0%	3.5%	12.4%
With disabilities other than speech	8.5%	Down from 15.3%	12.9%	9.9%
Older than usual for grade	7.8%	Down from 14.9%	10.1%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.5%	Down from 21.0%	2.0%	0.9%
Enrolled in AP/IB programs	2.1%	Up from 0.0%	3.7%	13.0%
Successful on AP/IB exams	N/A	N/A	13.3%	51.7%
Eligible for LIFE Scholarship	40.0%	Up from 27.8%	23.6%	30.1%
Annual dropout rate	3.3%	Down from 6.1%	2.1%	2.5%
Career/technology students in co-curricular organizations	10.2%	Up from 0.0%	3.3%	2.9%
Enrollment in career/technology courses	64	Down from 84	154	419
Students participating in work-based experiences	0.0%	Down from 6.6%	0.0%	7.2%
Career/technology students attaining technical skills	100.0%	Up from 83.3%	83.1%	83.0%
Career/technology completers placed	90.9%	No Change	96.4%	98.4%
Teachers (n=37)				
Teachers with advanced degrees	59.5%	Up from 50.0%	60.0%	61.1%
Continuing contract teachers	40.5%	Down from 56.3%	66.7%	80.6%
Teachers returning from previous year	75.6%	Down from 78.0%	76.4%	86.5%
Teacher attendance rate	97.1%	Down from 98.4%	95.3%	95.5%
Average teacher salary*	\$41,372	Down 4.0%	\$43,525	\$46,884
Professional development days/teacher	18.1 days	Up from 7.2 days	9.5 days	10.0 days
School				
Principal's years at school	2.0	Up from 1.0	1.0	4.0
Student-teacher ratio in core subjects	10.0 to 1	Down from 10.9 to 1	19.5 to 1	26.5 to 1
Prime instructional time	93.0%	Up from 91.9%	88.7%	89.3%
Dollars spent per pupil**	\$19,740	Up 5.3%	\$10,754	\$7,804
Percent of expenditures for teacher salaries**	54.4%	Up from 51.2%	55.8%	58.0%
Percent of expenditures for instruction**	57.4%	Up from 56.0%	58.8%	60.6%
Opportunities in the arts	Excellent	Up from Poor	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Up from 97.7%	98.3%	97.3%
Character development program	Excellent	Up from Good	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	34	91.2%	103	53.4%	45	75.6%	Yes
Gender							
Male	16	81.3%	54	46.3%	18	61.1%	N/A
Female	18	100.0%	49	61.2%	27	85.2%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	33	90.9%	100	53.0%	36	86.1%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	27	92.6%	81	55.6%	36	72.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Lincoln Middle High School is making gains towards the mission of being an example of notable excellence in achievement as evidenced by our recent AYP/HSAP/PASS/EOC results. LMHS received a growth rating of average up from the previous year growth rating of Below Average. Our compliance index is 92.3%. According to PASS results LMHS outscored the state and schools with students like ours in English Language Arts, Math, Writing, and Science; trailing slightly in Social Studies. Our focus on rigor improved our students' overall performance on high stake testing and moved more students toward proficiency. Results from fall 2010 End of Course revealed that LMHS students had a passing rate of 87.5% in Algebra 1; 90% passing rate in Biology; and 100% passing rate in English Language Arts. LMHS HSAP longitudinal passage rate is 94.94%. The graduation rate for 2010 is 75.6% up from 66% in 2009. LMHS was one of two high schools to receive a Charleston County School District award for having one of the highest increases in reading MAP scores for ninth graders based on Fall and Spring results. LMHS is the only CCSD high school to receive (PBIS) Banner Status for two consecutive years; in addition to receiving recognition for the consistent use of data to monitor effectiveness with the "Start on Time" program. 100% of LMHS graduating seniors received college acceptance letters before graduation. LMHS experienced a 42% decrease in office discipline referrals and a 59% decrease in OSS Suspensions since August 2010, as measured by data from previous years. Three career and technology majors (Culinary Arts, Health Science, and Nail Technology) were added to increase the opportunity for all students to graduate as a completer in at least one major. Dual credit courses are now being offered to LMHS students through a partnership with Georgetown/Horry Technical College to include HVAC and Welding. Additional AP courses will be offered during the 2011-2012 school year. Our recently developed Steel Band participated in several community events and performed several school concerts with rave reviews, and multiple media coverage. Our Art department unveiled two murals reflecting local culture this school year. LMHS art teacher received the coveted Mary Whyte Art Educator Award.

While we are proud of our accomplishments, the decline in our student population continues to present unique challenges at LMHS. Currently, all teachers at LMHS are Highly Qualified and are involved in ongoing professional development such as SMARTboard training, benchmark and assessment development and implementation, and literacy. Parent/Community involvement is at an all time high of 97.7%, out-scoring schools with students like ours at 95.7%. 90% of parents reported satisfaction with school-home relations.

Dr. Yvonne Commodore, Principal
Mrs. Tiffany Jenkins, Chairperson, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	35	42
Percent satisfied with learning environment	90.0%	80.0%	95.1%
Percent satisfied with social and physical environment	83.3%	84.8%	97.5%
Percent satisfied with school-home relations	40.0%	91.2%	95.2%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

NO

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

NI-HOLD

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	2.7%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%		4.4%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.6%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	23	100.0	9.5	76.2	9.5	4.8	42.9	71.8	68.0	No	Yes
Male	12	100.0	20.0	60.0	20.0	N/A	50.0	67.8	63.1	N/A	N/A
Female	11	100.0	N/A	90.9	N/A	9.1	36.4	75.6	73.1	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	90.7	79.4	I/S	I/S
African American	22	100.0	10.0	75.0	10.0	5.0	45.0	51.9	51.7	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	89.7	83.2	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	66.3	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.4	I/S	I/S
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	27.2	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	53.4	45.1	I/S	I/S
Subsidized meals	15	100.0	14.3	71.4	14.3	N/A	50.0	53.1	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	23	100.0	33.3	61.9	4.8	N/A	23.8	64.8	62.3	No	Yes
Male	12	100.0	50.0	50.0	N/A	N/A	10.0	64.7	61.4	N/A	N/A
Female	11	100.0	18.2	72.7	9.1	N/A	36.4	64.9	63.2	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	85.9	75.3	I/S	I/S
African American	22	100.0	35.0	60.0	5.0	N/A	20.0	42.1	42.9	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.3	84.3	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	64.3	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	64.1	I/S	I/S
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	26.9	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	55.2	47.1	I/S	I/S
Subsidized meals	15	100.0	35.7	57.1	7.1	N/A	21.4	43.7	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	23	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Male	12	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Female	11	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	22	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	15	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	24	100.0	26.1	43.5	26.1	4.3	43.5	69.8	65.9
	2011	23	100.0	9.5	76.2	9.5	4.8	42.9	71.8	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	24	100.0	26.1	56.5	13.0	4.3	34.8	64.2	62.3
	2011	23	100.0	33.3	61.9	4.8	N/A	23.8	64.8	62.3

* Adjusted to account for natural variation in performance.